**10.R.1.1** Students are able to **connect** main ideas to **identify** <u>relationships</u> with other sources and topics.

**Verbs Defined:**
- connect -- interpret and infer
- identify -- explain in writing and/or speaking

**Key Terms Defined:**
- relationship -- connections

**Teacher Speak:**
Students are able to connect (interpret and infer) main ideas to identify (explain in writing and/or speaking) relationships (connections) with other sources and topics.

**Student Speak:**
I can:
- explain in writing and/or speaking (identify) the main ideas in what I am reading
- interpret and infer (connect) the most important ideas to other things I have read.

**10.R.2.1** Students are able to **compare/contrast** similar <u>themes</u> across <u>genres</u> to **determine** how the type of literature **shapes** the <u>message</u>.

**Verbs Defined:**
- compare -- show in writing and/or speaking how things are alike
- contrast -- show in writing and/or speaking how things are different
- determine -- explain in writing and/or speaking
- shapes -- influences

**Key Terms Defined:**
- themes -- author's intended meaning
- genres -- fiction, non-fiction, poetry, drama
- message -- what the author is trying to communicate

**Teacher Speak:**
Students are able to compare (show in writing and/or speaking how things are alike)/ contrast (show in writing and/or speaking how things are different) similar themes (author's intended meaning) across genres (fiction, non-fiction, poetry, drama) to determine (explain in writing and/or speaking) how the type of literature shapes (influences) the message (what the author is trying to communicate).

**Student Speak:**
I can:
- show in writing and/or speaking what the author is trying to communicate (the message) in two pieces are similar and different (compare/contrast)
- explain in writing and/or speaking (determine) how the message can change in fiction, non-fiction, poetry, and drama (genre).

**10.R.2.2** Students are able to **analyze** and **identify** the <u>structures</u> of literary <u>genres</u> and their <u>functions</u> within that <u>category</u>.

**Verbs Defined:**
- analyze -- explain by writing and/or speaking

**Key Terms Defined:**
- structure -- components including literary devices
- genres -- fiction, nonfiction, poetry, drama
- function -- role
- category -- genre

**Teacher Speak:**
> Students are able to analyze (explain in writing and/or speaking) and identify the structures (components including literary devices) of literary genres (fiction, nonfiction, poetry, drama) and their functions (role) within that category (genre).

**Student Speak:**
> I can identify and explain (analyze) the role of the components including literary devices (structures) in fiction, nonfiction, poetry, and drama (genre):
> - plot, character, setting, and theme in fiction
> - point of view, style, theme in non-fiction
> - form, verse, meter, rhyme, rhythm, stanza in poetry
> - stage directions, dialogue, act, scene in drama
>
> in writing and/or speaking.

**10.R.3.1** Students are able to **understand** possible differences between author's <u>intent</u> and reader's <u>interpretation</u> through various <u>cultural</u> and <u>historical</u> <u>perspectives</u>.

**Verbs Defined:**
- understand -- evaluate by writing and/or speaking

**Key Terms Defined:**
- intent -- purpose
- interpretation -- understanding
- cultural -- groups of people based on age, gender, religion, ethnicity, and ways of life
- historical -- specific time periods in history
- perspectives -- viewpoints

**Teacher Speak:**
>Students are able to understand (evaluate by writing and/or speaking) possible differences between author's intent (purpose) and reader's interpretation (understanding) through various cultural (groups of people based on age, gender, religion, ethnicity, and ways of life) and historical (specific time periods in history) perspectives (viewpoints).

**Student Speak:**
>I can evaluate by writing and/or speaking (understand) possible differences between the authors' purpose (intent) and my understanding (interpretation) through various groups of people based on age, gender, religion, ethnicity, and ways of life (cultural perspectives) and evaluate by writing and/or speaking viewpoints (perspective) of specific time periods in history (historical).

**10.R.4.1**  Students are able to **differentiate** between <u>fact</u>, <u>logic</u>, and <u>opinion</u> in various texts.

**Verbs Defined:**
- differentiate -- make a distinction in writing and/or speaking

**Key Terms Defined:**
- fact -- statement that can be verified
- logic -- reasoned statements
- opinion -- beliefs

**Teacher Speak:**
Students can differentiate (make a distinction in writing and/or speaking) between fact (statement that can be verified), logic (reasoned statements), and opinion (beliefs) in various texts.

**Student Speak:**
I can make a distinction in writing and/or speaking (differentiate) between:
- statements that can be verified (fact)
- reasoned statements (logic)
- beliefs (opinion)

in various texts.

**10.R.4.2** Students are able to **analyze** information for <u>clarity</u>, <u>relevance</u>, <u>point of view</u>, <u>credibility</u>, and <u>supporting data</u>.

**Verbs Defined:**
- analyze -- analyze in writing and/or speaking

**Key Terms Defined:**
- clarity -- ease of understanding
- relevance -- significance
- point of view -- author's intent and perspective
- credibility -- reliability
- supporting data -- details that back up the main idea

**Teacher Speak:**
Students are able to analyze in writing and/or speaking information for clarity (ease of understanding), relevance (significance), point of view (author's intent and perspective), credibility (reliability), and supporting data (details that back up the main idea).

**Student Speak:**
I can judge analyze in writing and/or speaking information for:
- ease of understanding (clarity).
- significance (relevance).
- author's intent and perspective (point of view).
- reliability (credibility)
- details that back up the main idea (supporting data).